

teachers in local day schools. Furthermore, this provision also may require redefinition of the roles of professionals.

The funding pattern whereby the greatest fiscal responsibility along with the professional and administrative responsibility, rest with local education agencies, will demand examination and probably modification of the system for training and certification of professional and paraprofessional personnel. In other words, the consumers of the training establishment's products may have greater control over the qualities of those products, and through this, greater control over the training process itself.

Finally the provision that parents or parent surrogates must be involved in the development of the I.E.P. and the periodic evaluation of progress, provides an unprecedented opportunity for mobil-

izing this most valuable and grossly underemployed resource. Knowledgeable and active parents, with a personal stake in the development and implementation of their children's education, can be a powerful force to bring to bear on the local and state political systems in behalf of visually impaired children.

If we fail to exploit the opportunity provided by PL 94-142, to advance the cause of exceptional children, we deserve to be the helpless tools of the system we will undoubtedly be. But if we fail, can we also say that the children, who are the justification for our professional existence, also deserve their continued relegation to society's back wards?

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DLW

Index, Volume VIII

Adaptation of the Durrell Listening-Reading Series for Use with the Visually Handicapped, by June E. Morris, Spring, 1976, p. 21.

Bauer, A. M., Richardson, P.C., Wilson, J.D., McVeigh, V.M., & McMahon, J.F. Early Intervention: The Right to Sight. Fall, 1976, p. 83.

Best, J. The Relevance of Normalcy. Winter, 1976, p. 115.

Book Review, by Richard M. DeMott, Spring, 1976, p. 28.

Book Review, by Richard M. DeMott, Fall, 1976, p. 94.

Brand, H. J. The Use of Closed-Circuit Television as an Aid in the Administration of Psychological Tests to Partially Sighted Children. Summer, 1976, p. 53.

Champion, R.R. The Talking Calculator Used with Blind Youth. Winter, 1976, p. 102.

Comparison of the Performance of Blind and Sighted Subjects Age 6-10 Years on the Rotation of Squares Test, A, by Beth Stephens, Katherine Simpkins, & Marsha Wexler, Fall, 1976, p. 66.

DeMott, R.M. Book Review. Spring, 1976, p. 28. DeMott, R.M. Book Review. Fall, 1976, p. 94.

Early Intervention: The Right to Sight, by John D. Wilson, Vincent M. McVeigh, Joseph F. McMahon, Agnes M. Bauer, & Paul C. Richardson, Fall, 1976, p. 83.

Editorial: Is It Time for a Change?, by Don L. Walker, Spring, 1976, p. 31.

Editorial: Rumpelstiltskin in the Classroom, by Don L. Walker, Summer, 1976, p. 63.

Editorial: What I Meant Was . . ., by Don L. Walker, Winter, 1976, p. 125.

Educational Materials Development in Primary Science: The Pull-Apart Cell, by Frank L. Franks & Roger Huff, Spring, 1976, p. 16.

Educational Materials Development in Primary Science: Insect Identification Kit, by Frank L. Franks & Roger Huff, Summer, 1976, p. 57.

Educational Materials Development in Primary Science: Dial Thermometer Instructional Unit, by Frank L. Franks & Roger Huff, Winter, 1976, p. 120.

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Adaptation of the Durrell Listening-Reading Series for Use with the Visually Handicapped, by June E. Morris, Spring, 1976, p. 21.

Bauer, A. M., Richardson, P.C., Wilson, J.D., McVeigh, V.M., & McMahon, J.F. Early Intervention: The Right to Sight. Fall, 1976, p. 83.

Best, J. The Relevance of Normalcy. Winter, 1976, p. 115.

Book Review, by Richard M. DeMott, Spring, 1976, p. 28.

Book Review, by Richard M. DeMott, Fall, 1976, p. 94.

Brand, H. J. The Use of Closed-Circuit Television as an Aid in the Administration of Psychological Tests to Partially Sighted Children. Summer, 1976, p. 53.

Champion, R.R. The Talking Calculator Used with Blind Youth. Winter, 1976, p. 102.

Comparison of the Performance of Blind and Sighted Subjects Age 6-10 Years on the Rotation of Squares Test, A, by Beth Stephens, Katherine Simpkins, & Marsha Wexler, Fall, 1976, p. 66.

DeMott, R.M. Book Review. Spring, 1976, p. 28. DeMott, R.M. Book Review. Fall, 1976, p. 94.

Early Intervention: The Right to Sight, by John D. Wilson, Vincent M. McVeigh, Joseph F. McMahon, Agnes M. Bauer, & Paul C. Richardson, Fall, 1976, p. 83.

Editorial: Is It Time for a Change?, by Don L. Walker, Spring, 1976, p. 31.

Editorial: Rumpelstiltskin in the Classroom, by Don L. Walker, Summer, 1976, p. 63.

Editorial: What I Meant Was . . ., by Don L. Walker, Winter, 1976, p. 125.

Educational Materials Development in Primary Science: The Pull-Apart Cell, by Frank L. Franks & Roger Huff, Spring, 1976, p. 16.

Educational Materials Development in Primary Science: Insect Identification Kit, by Frank L. Franks & Roger Huff, Summer, 1976, p. 57.

Educational Materials Development in Primary Science: Dial Thermometer Instructional Unit, by Frank L. Franks & Roger Huff, Winter, 1976, p. 120.

Extinguishing "Blindisms": A Paradigm for Intervention, by Barbara S. Miller & William H. Miller, Spring, 1976, p. 6.

Franks, F.L. & Huff, R. Educational Materials Development in Primary Science: The Pull-Apart Cell. Spring, 1976, p. 16.

Franks, F.L. & Huff, R. Educational Materials Development in Primary Science: Insect Identification Kit. Summer, 1976, p. 57.

Franks, F.L. & Huff, R. Educational Materials Development in Primary Science: Dial Thermometer Instructional Unit. Winter, 1976, p. 120.

Hall, C.C. Introducing Sighted Children to Visual Handicaps: A Short Program Description. Fall, 1976, p. 91.

Hanninen, K.A. The Influence of Preference of Texture on the Accuracy of Tactile Discrimination. Summer, 1976, p. 44.

Harley, R.K. & Merbler, J.B. Implementation of a Precision Teaching Data Collection System in a Program for Multiply Handicapped Visually Impaired Children. Winter, 1976, p. 97.

Hierarchy of Tasks in the Development of Tactile Discrimination: Part One, A, by Susan M. Kershman, Fall, 1976, p. 73.

Hierarchy of Tasks in the Development of Tactile Discrimination: Part Two, A, by Susan M. Kershman, Winter, 1976, p. 107.

Huff, R. & Franks, F.L. Educational Materials Development in Primary Science: The Pull-Apart Cell. Spring, 1967, p. 16.

Huff, R. & Franks, F.L. Educational Materials Development in Primary Science: Insect Identification Kit. Summer, 1976, p. 57.

Huff, R. & Franks, F.L. Educational Materials Development in Primary Science: Dial Thermometer Instructional Unit. Winter, 1976, p. 120.

Implementation of a Precision Teaching Data Collection System in a Program for Multiply Handicapped Visually Impaired Children, by John B. Merbler & Randall K. Harley, Winter, 1976, p. 97.

Influence of Preference of Texture on the Accuracy of Tactile Discrimination, The, by Kenneth A. Hanninen, Summer, 1976, p. 44.

Introducing Sighted Children to Visual Handicaps: A Short Program Description, by Candace Catlin Hall. Fall, 1976, p. 91.

Kershman, S.M. A Hierarchy of Tasks in the Development of Tactile Discrimination: Part One. Fall, 1976, p. 73.

Kershman, S.M. A Hierarchy of Tasks in the Development of Tactile Discrimination: Part Two. Winter, 1976, p. 107.

Knappett, K. & Wagner, N.N. Sex Education and the Blind. Spring, 1976, p. 1.

Lamon, W.E. & Morgali, R.R. Using the Papy-Lamon Minicomputer to Teach Basic Addition Facts and Related Concepts to Visually Handicapped Children: A Pilot Study Report. Summer, 1976, p. 33.

McConnell, W.J. President's Corner. Fall, 1976, p. 65.

McMahon, J.F., Bauer, A.M., Richardson, P.C., Wilson, J.D., & McVeigh, V.M. Early Intervention: The Right to Sight. Fall, 1976, p. 83.

McVeigh, V.M., McMahon, J.F., Bauer, A.M., Richardson, P.C., & Wilson, J.D. Early Intervention: The Right to Sight. Fall, 1976, p. 83.

Merbler, J.B. & Harley, R.K. Implementation of a Precision Teaching Data Collection System in a Program for Multiply Handicapped Visually Impaired Children. Winter, 1976, p. 97.

Miller, B.S. & Miller, W.H. Extinguishing "Blindisms": A Paradigm for Intervention. Spring, 1976, p. 6.

Miller, W.H. & Miller, B.S. Extinguishing "Blindisms": A Paradigm for Intervention. Spring, 1976, p. 6.

Morgali, R.R. & Lamon, W.E. Using the Papy-Lamon Minicomputer to Teach Basic Addition Facts and Related Concepts to Visually Handicapped Children: A Pilot Study Report. Summer, 1976, p. 33.

Morris, J.E. Adaptation of the Durrell Listening-Reading Series for Use with the Visually Handicapped. Spring, 1976, p. 21.

Papineau, A. Why Standards for Visually Impaired Children? Fall, 1976, p. 71.

President's Corner, by William J. McConnell, Fall, 1976, p. 65.

Relevance of Normalcy, The, by John Best, Winter, 1976, p. 115.

Richardson, P.C., Wilson, J.D., McVeigh, V.M., McMahon, J.F., & Bauer, A.M. Early Intervention: The Right to Sight. Fall, 1976, p. 83.

Sex Education and the Blind, by Keith Knappett & Nathaniel N. Wagner, Spring, 1976, p. 1.

Simpkins, K., Wexler, M., & Stephens, B. A Comparison of the Performance of Blind and Sighted Subjects Age 6-10 Years on the Rotation of Squares Test. Fall, 1976, p. 66.

Stephens, B., Simpkins, K., & Wexler, M. A Comparison of the Performance of Blind and Sighted Subjects Age 6-10 Years on the Rotation of Squares Test. Fall, 1976, p. 66.

Talking Calculator Used with Blind Youth, The, by Richard R. Champion, Winter, 1976, p. 102.

Use of Closed-Circuit Television as an Aid in the Administration of Psychological Tests to Partially Sighted Children, The, by H.J. Brand, Summer, 1976, p. 53.

Using the Papy-Lamon Minicomputer to Teach Basic Addition Facts and Related Concepts to Visually Handicapped Children: A Pilot Study Report, by Ronald R. Morgali & William E. Lamon, Summer, 1976, p. 33.

Wagner, N.N. & Knappett, K. Sex Education and the Blind. Spring, 1976, p. 1.

Walker, D.L. Editorial: Is It Time for a Change? Spring, 1976, p. 31.

Walker, D.L. Editorial: Rumpelstiltskin in the Classroom. Summer, 1976, p. 63.

Walker, D.L. Editorial: What I Meant Was ... Winter, 1976, p. 125

Wexler, M., Stephens, B., & Simpkins, K. A Comparison of the Performance of Blind and Sighted Subjects Age 6-10 Years on the Rotation of Squares Test. Fall, 1976, p. 66.

Why Standards for Visually Impaired Children?, by Andrew Papineau. Fall, 1976, p. 71.

Wilson, J.D., McVeigh, V.M., McMahon, J.F., Bauer, A.M., & Richardson, P.C. Early Intervention: The Right to Sight. Fall, 1976, p. 83.

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